



Literacy Local Procedure

June 2023



Local Procedure Title	Literacy
Site	Tor View School
ECS Policy number and title	
Local Procedure template reference	Literacy
Local Procedure date	June 1 st 2023
Local Procedure review date	
Local Procedure Author(s)	Nicole Statton
Local Procedure Ratification	Checked and approved by:

<p>1. Literacy Rationale</p> <p>Language and communication skills are essential for <i>all</i> our pupils, and we recognise that the skills developed in English promote learning across the curriculum. Communication, Language and Literacy are pervasive in all subject areas taught in each of our pathways. We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.</p> <p>We teach pupils the skills they need to communicate in ways relevant to their individual needs, developing their skills in communication, reading and writing.</p>
<p>2. Strong Foundations</p> <p>Pupils join Tor View at a range of ages and stages of literacy development. We do not assume that foundational skills are secure based on chronological age. Baseline assessment on entry ensures that literacy provision begins from each pupil’s developmental starting point. Across all pathways, we prioritise communication, phonological awareness, reading fluency, comprehension and writing readiness as the essential knowledge and skills required for long-term success. Where gaps are identified, these are addressed through structured, cumulative and multi-sensory teaching approaches embedded within daily practice.</p>
<p>3. Phonics Overview</p> <p>We use the Phonics for SEN and Pathway to Phonics programme: Home Phonics for Pupils with Special Educational Needs.</p> <p>Our Programme:</p> <ul style="list-style-type: none"> • provides pupils with the skills and knowledge they need to read and spell, teaching by direct instruction, progressing systematically with carefully structured, small, and cumulative steps, • uses instructional routines that become familiar, • provides materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual items, • provides opportunities for work on vocabulary, fluency and reading comprehension • provides multiple opportunities for overlearning (recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text). <p>Phonics for SEN is delivered:</p>

- at a suitable pace for the child (acknowledging that progression through the programme will be much slower than for their typically developing peers),
- daily, with well-paced, well-planned lessons that are engaging and motivating,
- taking full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs

Pathway to Phonics

For some pupils with more complex needs, a pre-phonics pathway is essential to build the foundational skills required before formal phonics teaching begins. This programme focuses on:

- Developing attention and listening skills
- Fostering engagement with books and stories using multi-sensory activities.
- Encouraging turn-taking and early communication routines.
- Building sound awareness through environmental sounds and simple sound games.

All children are given the opportunity to learn to read at a level appropriate for them. Our differentiated curriculum means that for many of our children, reading may look a little different.

4. Reading for Informal learners

It is important that pupils experience and retain a series of prerequisites to learning in order to move on to develop recognised literacy skills. At this level, we teach key processes which lead to the development of early visual and auditory skills and then to learning symbolic representation and pre-reading skills. These include early tracking skills, self-awareness, a sense of rhythm, pattern and order and communication skills.

Some of the provisions and activities provided for our Informal learners are:

- Sensory stories
- Tac Pac
- Daily Rhyme time including action rhymes
- Shared stories
- Early sound awareness games
- Objects of reference
- Symbol discrimination
- Independently exploring stories
- Reading in the environment
- Access to the school library
- A range of different genres

5. Reading for Semi-Formal Learners

These pupils will be developing a much more concrete understanding of reading for meaning. They can gain information from text and books. Pupils will have demonstrated that they are ready to further develop their understanding of Systematic Synthetic Phonics (SSP). These pupils will be working on phonological awareness skills and language comprehension skills. Our reading provision and activities provided for our Semi-Formal Learners include:

- Individual SSP sessions
- Individual decodable reading books linked to phonics scheme
- Reading and writing
- Sensory stories
- Shared stories
- Daily Rhyme time including action rhymes
- Narrative (storytelling) sessions
- Multi-sensory phonics

- Independently exploring stories
- Reading in the environment
- Access to the school library
- A range of different genres

6. Reading for Formal Learners

These pupils will move beyond early reading. They will have discrete structured phonics sessions and will continue to develop their fluency and comprehension skills. Our reading provision and activities provided for our Formal Learners includes:

- Daily structured discrete phonics lessons
- Reading –Phonics books
- Reading-Free Reader books
- Spelling activities linked to phonics
- Applying phonics in writing
- Guided Reading sessions
- Independently exploring stories
- Reading in the environment
- Access to the school library
- A range of different genres
- Narrative (storytelling) sessions
- Use of VIPERS to explore different comprehension strands.

7. Writing

At Tor View, we value every mark made by our students. We realise that each of our students is at a unique starting point and on a spectrum of ability. Whether they are writing with a pen, typing on a keyboard, or using a specialised communication programme, it is our responsibility to foster each student's style and preference and support them accordingly.

To support with the transition to writing we use the Handwriting without Tears approach. Our pupils will use purposeful manipulatives to support their readiness to write and to develop their emergent writing skills.

Children follow our different learning pathways but for those whom it is appropriate, they will follow the Formal curriculum for English to further develop their writing skills.

- Range of writing genres
- Writing for a purpose
- Experiences and community links to promote writing and other forms of communication

8. Handwriting

We have three pathways for handwriting. All our handwriting sessions take place within the Literacy lesson and are multi-sensory experiences for our young people. They are as follows:

- Pre-handwriting
- Handwriting (traditional)
- Keyboarding (but do not lose functional handwriting)

Children will be assessed prior to being allocated to a 'Handwriting' pathway to ensure they meet a range of criteria demonstrating their readiness and stage of development. The Teach Handwriting website is used to teach correct letter formation,

<p>9. Oracy</p> <p>Speaking, listening and Oracy are an essential part of our curriculum at Tor View. There are a range of ways we embed Oracy into our curriculum to support all learners in developing their communication skills. Our Total Communication Approach underpins the development of oracy skills, ensuring that spoken language is supported by visual aids, symbols, signing, gestures, and technology where appropriate. This inclusive approach enables all pupils, including those with complex learning needs, to gain the confidence to access and engage in meaningful dialogue. Our classrooms are language-rich environments, where vocabulary is explicitly taught and modelled, and pupils are encouraged to articulate their ideas, reasoning, and understanding. Staff use appropriate questioning techniques and dialogic teaching to promote deeper thinking and purposeful talk. To ensure progression, we integrate the Skills Builder framework, which provides a structured pathway for developing key communication skills.</p>
<p>10. Achieve – Belong - Thrive</p> <p>Our Literacy provision supports pupils to Achieve through personalised progression from their starting points, Belong through inclusive communication and shared reading experiences, and Thrive through building confidence, independence and a sense of success as readers and communicators. Literacy is central to enabling pupils to access the wider curriculum and participate meaningfully in school and community life.</p>
<p>11. Assessment</p> <p>At Tor View we use a range of formal and informal assessment methods, adapted to the needs of our learners, to inform teaching, target interventions, and track progress.</p> <ul style="list-style-type: none"> • Phonics: Formal assessment of phonics progress will take place annually, while teachers continually and informally assess throughout the year to ensure pupils are working at the appropriate stage and to inform teaching. • Literacy: Where appropriate, we use Primum Progression Lines to assess and track literacy skills termly, alongside targets aligned to EHCPs/IEPs and The Engagement Model. • For pupils able to access digital tools, IXL is used regularly to assess phonics and literacy skills, providing data to support intervention and progression. • We will begin using Earwig as the platform for tracking and monitoring progress across these areas.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
11/01/2026	Sarah Spanos	Oracy – Expanded. Phonics – Pathway to Phonics added. Assessment – Updated.
31/01/2026	Sarah Spanos	Added Strong foundations and Achieve Belong Thrive sections.

Education And Children's Services: Local Procedure Template
